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ABSTRACT

The impact of institutional efforts to validate Basic Educational Opportunity Grant applications was assessed during 1978-1979. Attention was directed to: detecting possible underpayment and overpayment to Basic Grant applicants due to inaccurate reporting; assessing the adequacy of the pre-established criteria for detecting possible misreporting; evaluating the efficiency of the validation process; assessing student and institutional characteristics associated with the validation effort; and providing information for management decisions regarding the validation process. To provide assessment of the extent to which validation brought about correct payment of Basic Grants, data were collected on the numbers of applicants who were not paid, and the numbers whose award amount was reduced or increased as a result of validation. Indirect impacts of the validation effort included: the number of nonvalidation applicants whose status changed from eligible to ineligible after corrections; and the number of supplemental applications filed by validation and nonvalidation applicants. The cost of administering the validation effort and an estimate of the net fiscal impact of the effort were also determined. (SW)

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ANALYSIS PLAN FOR PRE-AWARD INSTITUTION VALIDATION

July 31, 1978

Prepared for:

Bureau of Student Financial Assistance
U.S. Office of Education
Department of Health, Education, and Welfare

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Office of Educational Research and Improvement
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ANALYSIS PLAN

1. INTRODUCTION

The Office of Education, Bureau of Student Finanacial Assistance, is sponsoring a major validation effort of Basic Grant applications at the institution level, beginning in academic year 1978-79. Approximately 10 percent of all BEOG applicants, 200,000 students, will be selected for validation by institutions. Most of the sampled applicants (180,000) are being selected according to criteria that traditionally have indicated misreporting. The remaining 20,000 applicants selected for validation are being sampled randomly.

Applied Management Sciences has been requested, as part of Contract No. 300-76-0354, to design and conduct periodic and final analyses of the 1978-79 pre-award validation effort. The purposes of the analyses are:

- to assess the impact of the validation effort, particularly in terms of the proper award of basic grants;
- to provide information for management decision-making on the validation process.

Responses to these objectives will be provided through four statistical reports tentatively scheduled for delivery as follows:

September 30, 1978 - First Analytic Report
November 15, 1978 - Second Analytic Report
April 30, 1979 - Third Analytic Report
September 30, 1979 - Fourth Analytic/Final Report
(tenative delivery date contingent upon award data availability)

The purpose of this document is to present an expanded statement of objectives, the information required to respond to the objectives, an assessment of the availability of the needed data, the sources of data, methodological issues and analytic techniques. The sections which follow address each of these topics separately.

2. OBJECTIVES OF THE STUDY

There are two purposes of this study--assessment of the effectiveness of the institutional validation effort in detecting possible underpayment and overpayment to Basic Grant applicants due to inaccurate reporting, and provision of information for management decisions regarding the validation process. The former purpose is concerned with the actual outcome of the validation effort, while the latter addresses possible reasons for the outcome, and, if warranted, suggestions for improving the effort. The specification of study objectives corresponds to the two purposes of this study.

The chief concern with the effectiveness of the validation effort is in terms of detecting applicants who would have been overpaid or underpaid had their SER not been appropriately corrected. One objective relating to that purpose has been specified. Because one of the objectives of the validation effort is to correct data reported inaccurately, awarding all eligible students a Basic Grant should be considered a benefit of validation even though this may not result in dollar savings. Also, there may be indirect impacts of validation, such as increased filing of supplementals.

For the second study purpose, four objectives are specified, two of which relate to the process itself and two to institutional or student characteristics. Analysis of data relating to these four objectives may result in either the provision of information or in the development of hypotheses for further testing concerning the reasons for the outcome of the validation effort.

The five study objectives are:

1) to provide an assessment of the impact of the validation effort;

2) to provide an assessment of the adequacy of the pre-established criteria for detecting possible misreporting;

3) to provide an assessment of the efficiency of the validation process;

4) to provide an assessment of student characteristics associated with the validation effort;

5) to provide an assessment of institutional characteristics associated with the validation effort.

The relationship of the study objectives to the purposes of the study is illustrated below.

STUDY PURPOSES	To assess the impact of the validation effort in terms of the proper award of Basic Grants	To provide information for management decision-making on the validation process			
STUDY OBJECTIVES	To assess the impact of the validation effort	To assess the adequacy of the pre-established criteria for detecting possible misreporting	To provide an assessment of the efficiency of the validation process	To provide an assessment of student characteristics associated with the validation effort	To provide an assessment of institutional characteristics associated with the validation effort

These objectives have been presented in order of perceived importance to the purposes of this study. The first objective, concerning the impact of the institution validation effort, addresses the study's major purpose. The remaining four objectives are more exploratory, and are postulated as major areas of investigation relating to the effectiveness of the validation effort. The importance of the study objectives and corresponding measures of effectiveness are discussed below.

Objective #1:

To provide an assessment of the impact of institutional validation.

1a. To provide an assessment of the extent to which validation brought about correct payment of Basic Grants, in terms of:

-- Number of applicants who were not paid;

-- Number of applicants whose award amount was reduced as a result of validation;

-- Number of applicants who were paid as a result of validation;

-- Number of applicants whose award amount was increased as a result of validation.

1b. To provide an assessment of the potential indirect impacts of the validation effort, in terms of:

-- Number of non-validation applicants whose status changed from eligible to ineligible after corrections;

-- Number of non-validation applicants who were not paid or paid less as a result of corrections;

-- Number of supplementals filed by validation applicants;

-- Number of supplementals filed by non-validation applicants;

-- Increase in supplemental applications filed from the 1977-78 to the 1978-79 academic years;

-- Number of applicants who were paid on the basis of a Student Eligibility Report received prior to selection for validation.

1c. To provide as assessment of the cost of administering the validation effort, in terms of:

-- Institutional cost reimbursement;

-- Training of FAOs;

-- Monitoring;

-- Institutional referrals of validation cases;

-- Contractual arrangements.

1d. To provide an estimate of the net fiscal impact of the validation effort, in terms of:

-- Number of students for whom potential overpayment or underpayment was corrected as a result of validation;

-- Savings in adjustments of payments to students less the cost of administering validation.

As was previously stated, Objective #1 is the most important of the study objectives, since it addresses the chief goal of the validation effort. The subobjectives, however, address the net benefits since some additional costs, such as the discovery of underpayment

to some students originally supplying erroneous application data, and administration of the effort by OE, will be incurred through the institution validation effort.

We should also be cognizant of possible indirect effects, such as the possible increase in supplemental applications, decreases in or fewer payments to non-validation applicants due to corrections, and payments made on an SER in the applicants' possession prior to selection for validation. We can also determine the total number of non-validation applicants submitting corrections whose status changed from eligible to ineligible and who were not paid or paid less than they would have received prior to corrections. These data will be reported as a benefit possibly attributable to the validation effort and/or the revision to the application correction processing system. We plan to provide separate estimates of direct and indirect impacts of the validation effort. Appropriate qualifications will be stated.

Objective #2:

To provide an assessment of the adequacy of the pre-established criteria for detecting possible misreporting.

2a. To provide a preliminary assessment (prior to October 15, 1978) of the adequacy of the pre-established criteria (PEC) for use in management decisions regarding future selection criteria, in terms of:

- -- Number, percent and magnitude of corrections made to suspect fields by PEC and randomly selected applicants;
- -- Number, percent and magnitude of corrections made to other fields by PEC and randomly selected applicants;
- -- Number of supplementals filed by PEC and randomly selected applicants (for impact on number of corrections made to certain fields) (quarterly reports);
- -- Eligibility Index (EI) changes of PEC and randomly-selected applicants submitting corrections.

2b. To provide a final assessment of the adequacy of the pre-established criteria (PEC) in terms of:

- -- Changes to EIs of PEC and randomly-selected applicants submitting corrections;
- -- Fields to which the greatest number and percent of corrections are made by PEC and randomly-selected applicants;
- -- Fields to which corrections made by PEC and randomly selected applicants are of the greatest magnitude;
- -- Combinations of fields to which multiple corrections are made by PEC and randomly-selected applicants.

This objective is very important, since most of the validation applicants are being selected according to the pre-established criteria. A comparison between suspect fields and fields to which corrections are actually being made will indicate the possible degree of correspondence between expected and actual areas of misreporting. The ultimate expected outcome of adequate pre-established criteria are changes to payments resulting from changed EIs of applicants making corrections. Preliminary estimates of the adequacy of the pre-established criteria will be provided to OE by October 15, 1978, so that the most current information can be used for consideration of the selection criteria for the subsequent academic year. A final assessment will, of course, be provided in the final report.

Objective #3:

To provide an assessment of the efficiency of the validation process. (It should be noted that this analysis is confined to applicant and program data that are available from existing data systems. The validation process itself will not be evaluated. However, available data can provide preliminary indicators of the efficiency of the validation process.) Some measures of the efficiency might be:

- -- Applied Management Sciences' documentation, via telephone service, of technical assistance requested, and problems noted by FAOs;
- -- Time span between applicant selection, submission of corrections and payment or notification;

-- Extent to which rejection edits are causing multiple corrections and increasing time span in processing;

-- Number and percent of referrals of validation cases.

Although we are not seeking to evaluate the validation process, major problems that might occur with the process or possible great differences in institutional implementation of the process, will surface during review and analysis of available data. Information of this type will be valuable to management decisions regarding successful operation of the institutional validation effort, and any findings in this area will be reported, both on an interim basis and in the final report.

Objective #4:

To provide an assessment of characteristics of applicants selected for validation versus non-validation applicants in terms of:

-- Data reported about family and income--e.g., dependency status, household size, adjusted gross income, federal taxes paid, applicant's resources, number in post high school, net assets, non-taxable income, social security benefits, veteran's benefits, unreimbursed school expenses and unusual expenses;

-- Distribution of the two types of applicants by Eligibility Index;

-- Distribution of the two types of applicants receiving various award amounts by enrollment status;

-- Data reported about level, control, disbursement system, size and location of institution attended.

4b. To provide an assessment of characteristics of randomly selected and PEC validation applicants making corrections versus those who did not submit corrections, in terms of:

-- Distribution of each type of applicants by EI.

-- Distribution of each type of applicants receiving various award amounts by enrollment status;

-- Data reported about level, control, disbursement system, size and location of institution attended;

-- Variations in dates of selection for validation.

Comparisons of validation and non-validation applicants for family and income characteristics may indicate important differences

between the two groups. Likewise, a similar comparison within the sub-groups of validation applicants for those who submit corrections and those who do not, may indicate significant differences in some characteristics. If significant differences do appear as a result of such comparisons, certain student characteristics may provide indicators of new or alternate selection criteria. Data related to this objective will be reported both periodically and in the final report.

Objective #5:

To provide an assessment of institutional characteristics associated with the validation effort.

5a. To provide an assessment of characteristics of institutions associated with varying percentages of validation applicants submitting corrections, in terms of:

- -- Level of institution (2-year or 4-year);
- -- Institutional control (public, private, proprietary);
- -- Disbursement system (RDS or ADS);
- -- Location of institution (region of the country, urban, rural, suburban);
- -- Size of enrollment (overall enrollment and percentage of BEOGS enrollment).

5b. To provide an assessment of institutional characteristics associated with varying rates of success with the validation effort, in terms of:

- -- Time span between applicant selection, submission of corrections and payment or notification;
- -- Number and percent of nonpayments to validation applicants;
- -- Number and percent of payments without correction to validation applicants;
- -- Number and percent of referrals of validation cases to OE.

This objective is related to Objectives 3 and 4 in that the independent variables needed to satisfy the requirements of this objective will also appear as independent variables for the other two

objectives. Although knowledge of student characteristics is more essential to the purposes of this study, institutional characteristics may relate more directly to the success of the validation effort. In fact, the number and percent of validation applicants making corrections may correspond more closely to characteristics of the institutions attended than to characteristics of the students' family or income. Amount of corrections submitted by validation applicants may also be related to the extent of efficient implementation of the validation process in the various institutions. It is anticipated that the inclusion of this objective may lead to formulation of additional hypotheses about the impact of the institutional validation effort. Information relating to this objective will be contained in quarterly reports and the final report.

3. INFORMATION NEEDS AND VARIABLES

The exhibit on the following pages displays the information needed to respond to the objectives discussed in the previous section. In addition, it specifies the data sources and indicates for which report(s) the data will be available. A discussion of data sources and availability is contained in Section 5, Study Issues.

4. DEPENDENT AND INDEPENDENT VARIABLES

The specification of dependent and independent variables corresponds to the two levels of analysis needed to address the study objectives -- one relating to the impact of the validation effort and the other to the possible factors affecting this impact. The impact of the validation effort can be expressed in terms of data relating to the extent to which BEOG applicants were affected by validation. Thus, the dependent variables are those aspects of the Basic Grant program expected to be impacted by validation:

- Changes to fields by corrections
- Changes to applicants' eligibility indices
- Changes to applicants' award amounts

EXHIBIT 1: SPECIFICATION OF OBJECTIVES, INFORMATION NEEDS AND VARIABLES, POSSIBLE DATA SOURCES AND REPORT FOR INCLUSION

OBJECTIVE	VARIABLES/ INFORMATION NEEDS	POSSIBLE DATA SOURCES	REPORT FOR INCLUSION*
1. To provide an assessment of the impact of the institutional validation effort	Amount of potentially inaccurate awards detected.	PIMS, ACT, BARC	Final
1.a. To provide an assessment of the extent to which validation effected correct payment of applicants	EI point change for validation applicants	ACT, BARC	Interim
	Change in award amounts for validation applicants	PIMS, BARC	Final
1.b. To provide an estimate of potential indirect impact	Change in eligibility status for non-validation applicants with corrections	ACT	Interim
	Change in award amounts for non-validation applicants with corrections	PIMS, ACT	Final
	Change in number of supplementals filed from 1977-78 to 1978-79	ACT	Interim
	Difference between number of supplementals filed by validation and non-validation applicants	ACT	Interim
1.c. To provide an assessment of the costs of administering validation	Cost to OE of administering the effort, including institutional reimbursement	OE Budget	Final
1.d. To provide an assessment of the net fiscal impact of validation	Number of students for whom potential under or overpayment was detected	PIMS	Final
	Savings in adjustments of payments to applicants less the cost of administering validation.	PIMS, OE Budget	Final

* Information to be contained in interim reports will also be summarized for inclusion in the final report.

EXHIBIT 1: (Continued)

OBJECTIVE	VARIABLES/ INFORMATION NEEDS	POSSIBLE DATA SOURCES	REPORT FOR INCLUSION
2. To provide an assessment of the adequacy of the pre-established criteria for detecting possible misreporting	Fields to which greatest number, percent and magnitude of corrections were made, and resultant EI changes	ACT, BARC	Interim and Final
2.a. To provide a preliminary assessment of the adequacy of the pre-established criteria (PEC)	Number, percent and magnitude of corrections made to suspect fields by PEC and randomly-selected applicants	ACT, BARC	Interim
	Number, percent and magnitude of corrections made to other fields by PEC and randomly-selected applicants	ACT, BARC	Interim
	Number of supplementals filed by PEC and randomly selected applicants	ACT	Interim
	EI changes of PEC and randomly-selected applicants submitting corrections	ACT	Interim
2.b. To provide a final assessment of the adequacy of the pre-established criteria (PEC)	Fields to which the greatest number and percent of corrections are made by PEC and randomly selected applicants	ACT	Final
	Fields to which corrections made by PEC and randomly-selected applicants are of the greatest magnitude	ACT	Final
	Combinations of fields to which multiple corrections are made by PEC and randomly-selected applicants	ACT	Final
	EI changes of PEC and randomly-selected applicants as a result of corrections	ACT	Final
3. To provide an assessment of the efficiency of the validation process	Days/weeks/months between points in processing to award or notification	ACT	Final
	Percent of validation case referrals to OI	BARC, PIMS	Interim
	Number of corrections due to rejection edits	ACT	Interim
	AMS documentation of technical assistance requested and problems noted by FAOs	BARC	Interim

EXHIBIT 1: (Continued)

OBJECTIVE	VARIABLES/ INFORMATION NEEDS	POSSIBLE DATA SOURCES	REPORT FOR INCLUSION
4. To provide an assessment of student characteristics associated with the validation effort	Comparison of student characteristics for validation and non-validation applicants, randomly-selected and PEC applicants and applicants submitting corrections versus those who did not	ACT, PIMS, BARC	Interim and Final
4.a. To provide an assessment of characteristics of validation versus-non-validation applicants	Data reported about family and income: . AGI . net assets . Federal taxes paid . non-taxable income . applicant's resources . SSA benefits . household size . VA benefits . number in post-high school . unusual expenses . dependency status . unreimbursed school expenses	ACT	Interim
	Percent with EIs in each range of 200	ACT	Interim
	Percent with award amounts in each range of 200	PIMS	Final
	Data reported about level, control, size, location, disbursement system and BEOGs enrollment of institutions attended	ACT, PIMS	Interim and Final
4.b. To provide an assessment of characteristics of randomly-selected versus PEC applicants and those submitting corrections versus those who did not	Data reported about family and income: . AGI . net assets . Federal taxes paid . non-taxable income . applicant's resources . SSA benefits . household size . VA benefits . number in post-high school . unusual expenses . dependency status . unreimbursed school expenses	ACT	Interim
	Percent with EIs in each range of 200	ACT	Interim

EXHIBIT 1: (Continued)

OBJECTIVE	VARIABLES/ INFORMATION NEEDS	POSSIBLE DATA SOURCE	REPORT FOR INCLUSION
	Percent with award amounts in each range of 200	PIMS	Final
	Data reported about level, control size and location disbursement system of institution and BEOGs enrollment attended	ACT, PIMS	Interim and Final
	Variations in dates of selection for validation	ACT	Interim
5. To provide an assessment of institutional characteristics associated with the validation effort	Institutional profile and indices of institutional effort in the validation process	ACT, BARC, PIMS	Interim and Final.
5.a. To provide an assessment of characteristics of institutions associated with varying percentages of applicants submitting corrections	Level of institution: . 2-year . 4-year	PIMS	Final
	Institutional control . public . private . proprietary	PIMS	Final
	Disbursement System . ADS . RDS	PIMS, BARC	
	Location of institution . U.S. region . urban/suburabn/rural	PIMS	Final
	Size of enrollment . total enrollment . percent BEOGS enrollment	PIMS	Final
5.b. To provide an assessment of institutional characteristics associated with varying rates of success with the validation effort	Days/weeks/months between processing points to award or notification	ACT	Final
	Number and percent of non-payments to validation applicants	PIMS	Final
	Number and percent of payments without correction to validation applicants	PIMS	Final
	Number and percent of validation case referrals to OE	BARC, PIMS	Interim

- Changes in the number of supplementals filed pre and post validation
- Cost to OE of administering validation.

The sample subsets provide an important source of information on effects that can be attributed to validation and on the usefulness of the pre-established criteria for detecting possible misreporting. They are the bases for specification of the independent variables:

- For validation versus non-validation applicants, EIs, award amounts, corrections
- For randomly-selected applicants versus those selected by pre-established criteria, EIs, award amounts, corrections
- For applicants submitting corrections versus those not submitting corrections, EIs, award amounts
- Indices of administrative cost of the validation effort
  - -- Institutional cost reimbursement
  - -- Institutional referral of validation cases to OE;
  - -- Contractual arrangements;
  - -- Training and other administrative costs.

The other level of analysis needed for this study relates to the possible sources of costs and/or savings of the validation effort. For this level of analysis, the sample subsets are the dependent variables, and student and institutional characteristics, the independent variables. The purpose of this specification of dependent and independent variables is to determine whether there are differences between the groups comprising the sample subsets, and, ultimately, the significance of group separation for predicting the outcome of validation. Thus, in this level of analysis, the dependent variables are:

- Validation versus non-validation applicants
- Randomly-selected applicants versus those selected according to pre-established criteria
- Applicants submitting corrections versus applicants not submitting corrections.

The independent variables are those which might predict membership in one or more of the groups shown as dependent variables:

- Applicant family characteristics
  - -- household size
  - -- number in post-high school
  - -- dependency status
- Applicant income characteristics
  - -- AGI
  - -- federal taxes paid
  - -- applicants' resources
  - -- net assets
  - -- non-taxable income
  - -- SSA benefits
  - -- VA benefits
  - -- unreimbursed school expenses
  - -- unusual expenses
- Percent applicants with eligibility indices in each of the following ranges:
  - -- 0 - 200
  - -- 201 - 400
  - -- 401 - 600
  - -- 601 - 800
  - -- 801 - 1000
  - -- 1001 - 1200
  - -- 1201 - 1400
  - -- 1401 - 1600
- Percent applicants with award amounts in each of the following ranges:
  - -- 0 - 200
  - -- 201 - 400
  - -- 401 - 600
  - -- 601 - 800
  - -- 801 - 1000
  - -- 1001 - 1200
  - -- 1201 - 1400
  - -- 1401 - 1600
  - -- 1601 - 1800

- Dates of selection for validation
- Characteristics of institutions attended
  - -- level
  - -- control
  - -- size
  - -- location
  - -- disbursement system
  - -- BEOG enrollment
- Indices of institutional processing of validation cases
  - -- time between points in processing to award or notification
  - -- number and percent of non-payments to validation applicants
  - -- number and percent of payments without corrections to validation applicants
  - -- number and percent of validation case referrals to OE

Exhibits 2 and 3 show the relationships between dependent and independent variables for the two levels of analysis.

5. STUDY ISSUES

The chief study issues are concerned with the time in which requisite data will be available and the use of appropriate comparison groups for addressing the study objectives. This section discusses the sources of data, obstacles to data availability, issues relative to identification and selection of comparison groups for analysis, and proposed solutions and/or recommendations for proceeding with the analysis.

There are two primary data bases to be used in carrying out the study requirements:

- The applicant data base maintained by the American College Testing Program (ACT) in Iowa City, Iowa. This data base includes the majority of data reported by each applicant on the original 1978-79 transaction and contains a full record for each amendment submitted to the original application. Applications for validation are selected from this data base.

EXHIBIT 2: DEPENDENT AND INDEPENDENT VARIABLES FOR DETERMINING COST IMPACT OF VALIDATION

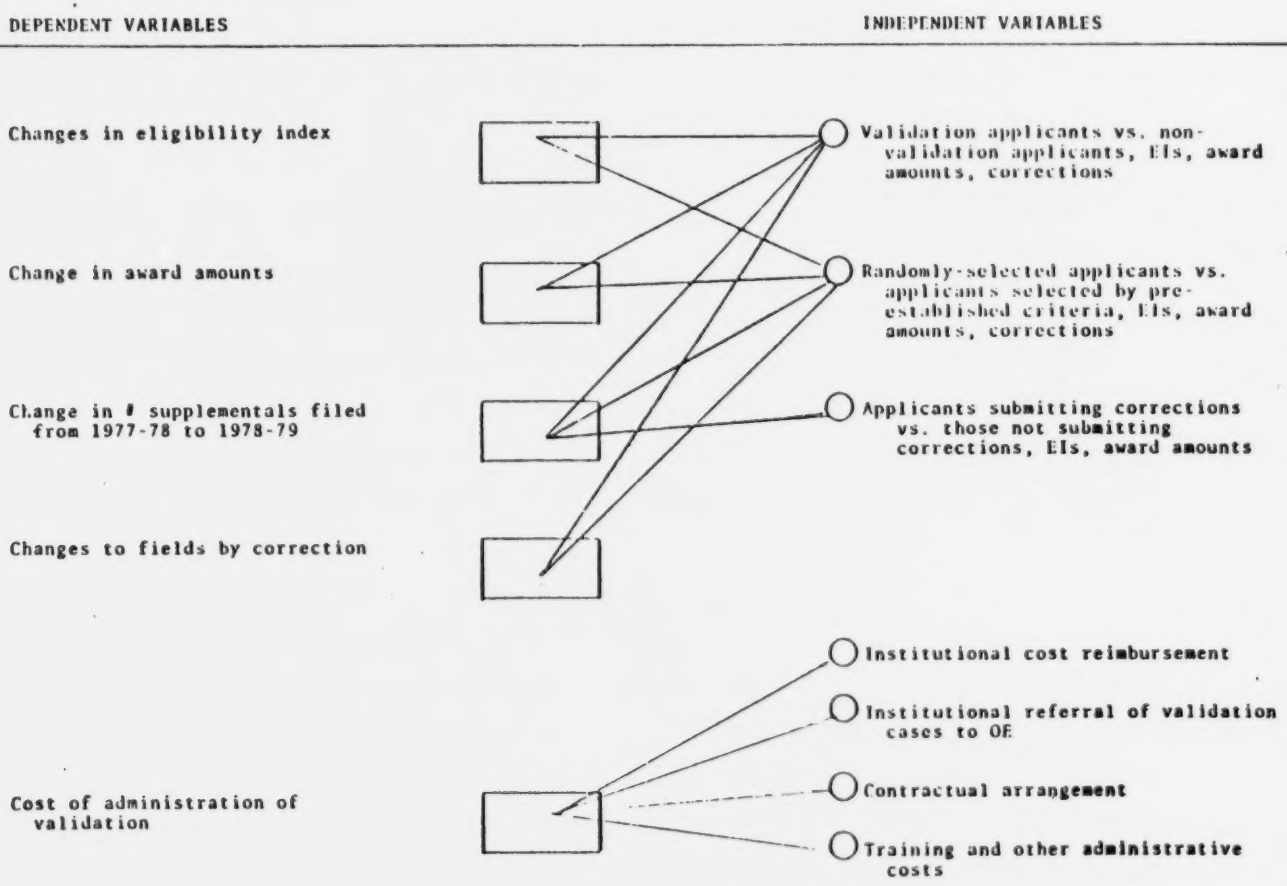

DEPENDENT VARIABLES
INDEPENDENT VARIABLES
Changes in eligibility index
Change in award amounts
Change in # supplementals filed from 1977-78 to 1978-79
Changes to fields by correction
Validation applicants vs. non-validation applicants, EIs, award amounts, corrections
Randomly-selected applicants vs. applicants selected by pre-established criteria, EIs, award amounts, corrections
Applicants submitting corrections vs. those not submitting corrections, EIs, award amounts
Cost of administration of validation
Institutional cost reimbursement
Institutional referral of validation cases to OE
Contractual arrangement
Training and other administrative costs

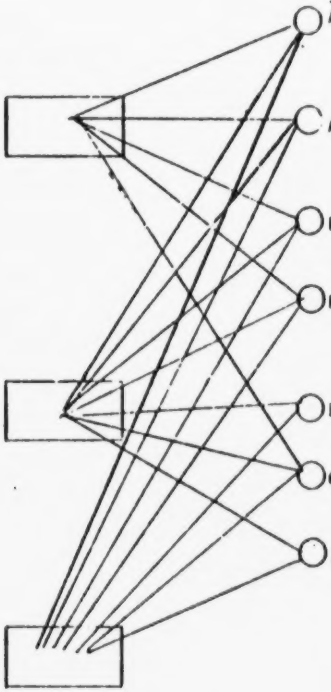
EXHIBIT 3: DEPENDENT AND INDEPENDENT VARIABLES FOR DETERMINING POSSIBLE SOURCES OF IMPACT OF VALIDATION

DEPENDENT VARIABLES

Validation applicants versus non-validation applicants

Randomly-selected applicants versus those selected by pre-established criteria

Applicants submitting corrections versus those not submitting corrections



INDEPENDENT VARIABLES

- Applicant family characteristics (household size, #in post-high school, dependency status)
- Applicant income characteristics (AGI, Federal taxes paid, applicant's resources, net assets, non-taxable income, SSA benefits, VA benefits, unreimbursed school expenses, and unusual expenses.
- Percent applicants with eligibility indices in ranges of 200
- Percent applicants with award amounts in ranges of 200
- Dates of selection for validation
- Characteristics of institutions attended (type, control, size, location)
- Indices of institutional processing of validation cases (time between points in processing to award or notification, number and percent of non-payments to validation applicants, number and percent of payments without corrections to validation applicants, number and percent of referrals to OE)

- The Program Information and Monitoring System (PIMS) data base maintained by Data Base Management, Incorporated (DBMI) of Springfield, Virginia. The two major subsystems we will be using are:

  (1) The Institution Master File (IMP) containing institutional progress report and accounting data; and

  (2) The Student Master File (SMF) containing a subset of Student Eligibility Report (SER) data from the SER upon which payment was made, including the expected disbursement (the expected award amount based on current enrollment status); the scheduled award amount (maximum award a student could receive based upon his/her eligibility index); and the actual award amount. The actual award amount is not available until after the end of the academic year; scheduled awards and expected disbursements are reported with the progress reports.

In addition to these major data sources, a third source of data is the validation reporting system (BARC) maintained by Applied Management Sciences. This system will contain data on the applicants selected in the institutional validation effort who are being paid under the alternate disbursement system as well as those who are referred by institutions after an unsuccessful validation attempt.

The major obstacle to data availability is the lack of actual award data until the validation rosters which contain actual award amounts for 1978-79 BEOG recipients have been verified by all institutions. OE expects to send out the validation rosters in August or September, 1979. Turnaround time for institutional verification of the roster is a minimum of four weeks. This schedule is more timely than that of the past two years, however. The 1976-77 validation rosters were issued in January of 1978 and the 1975-76 rosters in August of 1977.

The validation rosters are compiled from scheduled award and expected disbursement data on BEOGs recipients contained in the

progress reports submitted to OE by the institutions. The due dates for these reports are November 15, March 15 and July 15.

These scheduled report dates have the following implications for data availability:

- scheduled award data will be available after the SERs enclosed with the progress reports are processed. Since the first progress reports are not due until November, these data could not be used for the first two pre-award analysis reports.
- expected disbursement data will be computed by the FAOs, based on applicants' enrollment status, and will be contained in the quarterly progress reports. The first reports, however, are not due until November 15, which excludes them from the first two reports of this study.
- actual award data will not be available until the validation rosters have been verified by the institutions, which will, at the earliest, be ready for the final report of this study.

This means that the first study objective--assessing the impact of the validation effort--cannot be adequately addressed until the fourth quarter of this study. For some preliminary assessments to it will be necessary to employ one or more of the following strategies:

(1) Assume that actual awards are a function of scheduled awards times a constant;

(2) Assume that actual awards are a function of expected disbursements times a constant;

(3) Assume that actual awards are a function of the eligibility index times a constant.

For the first two alternatives, it would be necessary to use prior year data to develop the constants since the first progress reports for 1978-79 are not due until November 15, 1978. For the three alternatives suggested above, it should be noted that no empirical data are currently available that indicates the relationship of eligibility index, scheduled award or expected disbursement to actual award. Any estimates that use any of these measures can only be made on a judgment basis.

(4) Base actual award estimates for 1978-79 BEOGs recipients on the BARC system validation data available on ADS cases. It should be noted that estimates of award amounts based upon this alternative would not be meaningful until the third report.

(5) Use expected or scheduled award data available through early progress report submissions to make projections to the 1978-79 BEOGs recipients for the second quarterly statistical report. These early submissions are heavily biased toward proprietary schools; therefore, this option is not advisable.

The selection of one or more of the above options for estimating cost impact will be based upon OE's decision.

Besides the late availability of actual award data, there are other obstacles to the timing and quality of data availability. First, the prior year data on actual award amounts are not currently available. OE has indicated that these data for the 1975-76 and 1976-77 years might be available by March, 1979. Prior year data, if used, will have to be adjusted for drop-outs, since comparable information on current year drop-outs will obviously not be available. Second, there was a backlog of corrections awaiting processing during the early summer. Therefore, fewer than the expected number of cases have been selected for validation to date. Further, corrections resulting from validation have also been delayed in the backlogs. Finally, institutions may make partial payments before the new corrected Student Eligibility Report is returned to the student by ACT. The institution will calculate the correct index and make the award. However, the PIM system will ignore the index calculated by the financial aid officer and some indices will be inconsistent with the expected disbursements and scheduled award amounts contained in the Progress Reports.

In terms of the reporting schedule for this study, these obstacles to data availability are expected to constrain report content as follows:

- First Analytic Report. September 30, 1978.

  This report will consist chiefly of tabular presentations of transactions, corrections behavior, elgibility status and point changes, and data reported on the SER concerning family, income and institutions attended by BEOGs applicants. A preliminary assessment of the adequacy of the Pre-established Criteria for detecting possible misreporting will also be contained in this report, for OE's use in the annual validation conference with the aid officers. In addition, since the ACT 1979-80 processing system is expected to be finalized by November 30, 1978, this report will contain some preliminary analyses of the 1978-79 processing system, in terms of the effects of tightened edits and the use of the multiple data entry forms. Since the first progress report will not be available until November 15, 1978, there will be no data on scheduled awards and expected disbursements in this report.

- Second Analytic Report. November 15, 1978.

  This report is expected to be similar in content and format to the first, but based on a larger sample of applicant data. It is estimated that about 60 percent of the SERs will have been processed by the end of October. No award data will be available.

- Third Analytic Report. March or April, 1979.

  For this report, it is expected that two Progress Reports will be available for analysis. However, the institutions may be making partial payments based on uncorrected SERs, so the FAO-calculated indices may be inconsistent with the scheduled award and expected disbursement amounts contained in the Progress Reports. The amount of the discrepancy will not be detected until the validation rosters are available. Prior year award data for 1975-76 and 1976-77 may be available for use in estimating 1978-79 actual award data. This report will amplify the presentations made in the first two reports, and will also contain analyses based on estimated award data. In order that the second Progress Report may be utilized for analyses, we recommend that this report be due on April 30, 1979.

- Final Report

  It is expected that the validation roster, containing actual award data, will be available for analysis for the final report. This report will address all five

study objectives and will provide assessments of the impact of the validation effort, the adequacy of the Pre-established Criteria, and student and institutional characteristics associated with, and impacting the validation effort. We recommend that this report be due no sooner than one month from the date the validation roster data becomes available. This report will include the development of predictive models for detecting error-prone cases.

The other set of study issues concerns the identification and selection of appropriate groups of applicants for comparison with the validation applicants. The question to be answered is: How do we know which corrections, and which eligibility index changes resulted from validation? Although all applicants to be validated will have flagged SERs, there is currently no mechanism for detecting which cases were actually validated. This is because the regulations requiring financial aid officers to validate flagged SERs are not yet finalized. Therefore, until the regulations are finalized, financial aid officers do not have to validate and may disburse an award without validating. It will be necessary to either assume that all flagged SERs have been validated and qualify the findings with that assumption, or to analyze the timing and type of corrections made by applicants to be validated. In the latter case, if applicants to be validated have more transactions and make more corrections to suspect fields than non-validation applicants, this might be attributable to validation. This type of analysis estimates the number of validation cases processed by the volume of presumed validation behavior. The approximate nature of the findings would have to be stated.

Another issue of applicant identification relates to applicants who did not receive a Basic Grant and who did not enroll in an institution. It will not be possible to distinguish which of these applicants did not enroll due to validation from those who did not enroll for other reasons. Therefore, it cannot necessarily be assumed that nonpayment of applicants to be validated is a result

of validation. We propose to qualify the findings in this area with a statement of the reason why a causal relationship cannot be assumed.

Finally, there is the issue of the use of a control group of applicants for comparison with validation applicants. Use of one or more comparison groups will allow development and testing of hypotheses about the validation effort that could not otherwise be accomplished, particularly in terms of the adequacy of the Pre-established Criteria for detecting possible misreporting. Without a non-validation comparison group, we cannot assess the extent to which the validation process itself causes corrections to be made.

Data on prior year applicants' corrections behavior will not be useful for such a comparison because the processing edits are substantially different for the current year. Additionally, there is no existing file which can match applicants' records across years.

We propose the use of two comparison groups: (1) non-validation applicants meeting the Pre-established Criteria (PEC) for comparison with validation applicants selected according to PEC and (2) all applicants who were not selected for validation for comparison with the randomly-selected validation applicants. Use of these two comparison groups will allow a detailed assessment of corrections behavior and student and institutional characteristics associated with various types of corrections. These comparisons may be confounded by indirect effects of the validation effort on non-validation applicants; that is, did some non-validation applicants change their reporting behavior because of knowledge of the validation effort (reasoning they might be selected next year, e.g.)? Such indirect effects of validation, if they exist, are likely to cause the differences between the groups of applicants to be less marked. These potential effects will be discussed in relation to the findings. Furthermore, the tightened edits will be affecting corrections behaviors of all applicants. Analysis of corrections made in response to processing comments will be necessary to account for this confounding effect.

6. RESEARCH QUESTIONS AND ANALYTIC TECHNIQUES

Before specifying the analytic techniques to be used in this study, a set of research questions addressing the study objectives can be postulated:

- What are the differences between the validation applicants and the non-validation applicants in terms of EI and award changes, as a result of corrections, and the number and type of corrections made? (Objective #1)
- What are the initial and final differences between those in the validation samples submitting corrections and those not submitting corrections in terms of information contained in each of the validation fields? (Objectives #2 and 4)
- What are the differences between the corrections made by and EI and award changes of, randomly-selected applicants versus those selected by pre-established criteria in terms of type, number, percent and magnitude? (Objective #2)
- What are the characteristics of students in all samples submitting corrections in terms of family, income and institutional variables? (Objective #4)
- What are the differences between the fields to which applicants selected according to pre-established criteria made corrections and the criteri(on)(a) for which they were selected? (Objective #2)
- What are the differences between institutions with varying percentages of validation applicants submitting corrections in terms of institutional characteristics and indices of efficient processing of validation applications? (Objectives #3 and 5)

The analytic framework and techniques discussed in this section cover the entire study. The tables contained in Appendix I, however, refer only to the first quarter of the study. Caveats about the first quarter analysis conclude this discussion.

Selection of the techniques for analysis will be based on OE preference, appropriateness to the data and quality of anticipated results. It is expected that the majority of analyses will be performed through the application of crosstabular techniques and measures of central tendency. Where appropriate, certain statistics, such

as t-tests or analysis of variance to identify significant differences between groups of applicants will be used. We anticipate that the early sets of quarterly reports will be comprised primarily of tabular presentations due to the incomplete data base and its lack of gneralizability. With the availability of actual award data for the final report, predictive modeling techniques will be used to enhance the cost-effectiveness of the future criteria for selection of error-prone applicants.

The first research question addresses the overall impact of the validation effort by comparing validation applicants with non-validation applicants in terms of number and type of corrections made and EI and award changes as a result of corrections. This comparison introduces a control on corrections not attributable to misreporting; that is, if non-validation applicants submit similar types of corrections to those submitted by validation applicants, then misreporting may not be the reason for the corrections. If such a situation occurs, the ability of the pre-established criteria to discriminate between misreporters and accurate reporters may also be questioned.

We would also be seeking to reject the null hypothesis that validation has no impact on final EIs and awards. To test the null hypothesis, we would use discriminant analysis. This will allow us to establish the statistical significance of group separation (in this case, validation applicants and non-validation applicants in terms of the factors (in this case, corrections, EIs and awards) underlying group discrimination. If there is evidence that significant differences do exist between these two groups, then the analysis will proceed to computation of one or more linear discriminating functions which will allow some conclusion about the relative importance of each of the discriminating variables to be made. The results of these analyses will lead either to statements about significant difference between the two groups or to development of more refined hypotheses for testing, such as: the mean award amount for the validation sample is the same as the mean award amount for the non-validation sample. This process of developing and testing

more refined hypotheses will be iterated until significant group differences are found, or until meaningul hypotheses have been exhausted.

The second research question is concerned with differentiating between two groups within the validation sample--those who submitted corrections and those who did not submit corrections, in terms of information contained in each of the validation fields, namely: adjusted gross income, federal taxes paid, dependency status, household size and number in post-high school. In addressing this research issue, the primary interest is in detecting differences in family and income variables rather than in the corrections per se. The null hypothesis to be tested is that there are no differences between those submitting corrections and those not submitting corrections. The techniques of discriminat analysis and linear discriminating functions will also be applied as measures of separation of the two groups as well as of the variables as "discriminators." The same iterative procedure for hypothesis development and testing is also to be applied.

The third research question addresses the differential impact of validation on the randomly-selected validation applicants and applicants selected according to pre-established criteria in terms of EI and award changes and type, number, percent and magnitude of corrections made. This comparison will yield information on the effectiveness of the pre-established criteria. The null hypothesis is that there are no differences between the two groups for EI changes and award changes. If this null hypothesis is accepted then we need to determine why there are no differences. For example, we might want to see whether a large percentage of the randomly-selected applicants actually had reported information which would have qualified them for selection according to the pre-established criteria. If, on the other hand, the null hypothesis is rejected, we must attempt to discover the reasons for the difference between the two groups. In this event, we would proceed with the testing of another null hypothesis: there is no difference

between the type of corrections made by the two groups. This hypothesis testing process will continue until satisfactory conclusions can be drawn regarding the two samples. It is also appropriate to use discriminant analysis in addressing this research question.

The fourth research question combines aspects of the first three questions, but is directed toward the provision of more general descriptive analyses of the student populations under study. It is concerned with the characteristics of students in all the samples submitting corrections. There are three types of characteristics of interest: family, income and institutions attended. The variables relating to each type have been described in the section on Information Needs and Variables. It is intended that a cross-tabular analysis be performed on these variables by those in the three sample subsets submitting corrections--randomly-selected, those selected according to pre-established criteria and non-validation applicants. Such a display will serve as an overview of population characteristics for comparison of the results of the analyses relating to the other research issues. It will also facilitate the detection of differences between the sample subsets. The chi-square tests of significance for correlated or independent samples can be performed to provide an indication of the differences in median values on each of the variables for the sample subsets. The analyses relating to the fourth research question will be performed prior to the other specified analyses, since information on the degree of relationship between/among the sample subsets will guide the development and testing of hypotheses related to the other research questions.

The fifth research question addresses the adequacy of the pre-established criteria for detecting misreporting, by comparing the fields to which corrections were made by applicants selected according to the pre-established criteria(on) for which they were selected for validation. This comparison can be accomplished by cross-tabular display of the pre-established criteria and the validation fields. (Matching the two sets of fields will be required.) The null hypothesis to be tested is: There are no differences between

frequencies of selection criteria and corrections (between expected and observed frequencies). The chi-square test of significance will be applied to the differences between the expected frequencies (corrections to fields for which selected) and observed frequencies (actual corrections).

The sixth research question concerns the possible impact of institutions themselves on the validation effort. It addresses the distinctions among institutions with varying percentages of validation applicants submitting corrections. There will be two types of characteristics studied for this question--those relating to the nature of the institution and those relating to efficiency in processing validations. Separate analyses will be performed for each of the two types of characteristics.

Variables relating to the nature of the institution are: (1) level (2-year, 4-year), (2) control (public, private, proprietary), (3) disbursement system (RDS or ADS), (4) size of enrollment, (5) percent of BEOGs enrollment (6) location by region and (7) urban/suburban/rural area. Crosstabular analysis will be performed by the frequency of corrections submitted. Contingency tables will be shown for each of the seven variables, and chi-square tests of significance of the distribution of responses will be calculated. In this manner, the null hypothesis that there are no differences among institutions with respect to each of the seven variables will be tested. Acceptance or rejection of the null hypothesis will allow us to draw conclusions about the nature of, but not the reasons for, differences among the institutions. The second type of institutional characteristics--indices of efficiency in processing validation--may be more helpful in this regard. Variables relating to this type of institutional characteristic are: (1) time span between points in processing to award or notification, (2) number and percent of non-payments among validation applicants, (3) number and percent of payments without corrections to validation applicants, and (4) number and percent of referrals of validation cases. The same type of analyses performed on the other set of institutional characteristics will be performed on this set. The results of the

chi-square tests will tell us which additional techniques might be most appropriate to the data (multiple correlation, discriminant analyses, e.g.).

For the first quarter of this study, we expect to be limited by lack of availability of any award data. Therefore, the primary output will be tables showing the number of students selected for validation, corrections which have been processed, average EI changes as a result of those corrections, and applicant family and income information. Data on institutions attended will not be available until the November 15 quarterly progress reports are published. Table shells illustrating the expected output and data display for our first analytic report are contained in Appendix I.

APPENDIX 1

TABLE 101.XX: FREQUENCY OF CORRECTIONS AND AVERAGE CHANGES TO X————————X BY APPLICANT CATEGORY

	TOTAL SELECTED					TOTAL NOT SELECTED [1]				
	TOTAL SELECTED	% MAKING CORRECTIONS PRE SELECTION	AVERAGE AMOUNT OF CHANGE	% MAKING CORRECTIONS POST SELECTION	AVERAGE AMOUNT OF CHANGE	TOTAL APPLICANTS	% MAKING CORRECTIONS PRE INITIAL ELIGIBILITY	AVERAGE AMOUNT OF CHANGE	% MAKING CORRECTIONS POST INITIAL ELIGIBILITY	AVERAGE AMOUNT OF CHANGE
UNDUPLICATED TOTAL	X,XXX,XXX	XXX.XX	-XXX,XXX	XXX.XX	-XXX,XXX	X,XXX,XXX	XXX.XX	-XXX,XXX	XXX.XX	-XXX,XXX
UNDUPLICATED PEC GROUP A.										
A1										
A2										
A3										
A4										
A5										
A6										
A7										
A8										
A9										
A10										
UNDUPLICATED PEC GROUP B.										
B1										
B2										
B3										
UNDUPLICATED PEC GROUP C.										
C1										
C2										
C3										
RANDOM GROUP										

[1] For PEC groups, these columns apply to those meeting PEC criteria; for the random group, these columns apply to all applicants not meeting any selection criteria.

Table 101 will be replicated, using the same stub and headings, to produce the following tables:

Table 101.01: Frequency of Corrections and Average Changes to Household Size By Applicant Category.

Table 101.02: Frequency of Corrections and Average Changes to Number Enrolled in Postsecondary Institutions By Applicant Category.

Table 101.03: Frequency of Corrections and Average Changes to Applicant's Resources By Applicant Category.

Table 101.04: Frequency of Corrections and Average Changes to Adjusted Gross Income By Applicant Category.

Table 101.05: Frequency of Corrections and Average Changes to Federal Taxes Paid By Applicant Category.

Table 101.06: Frequency of Corrections and Average Changes to Non-Taxable Income By Applicant Category.

Table 101.07: Frequency of Corrections and Average Changes to Net Assets By Applicant Category.

Table 101.08: Frequency of Corrections and Average Changes to Social Security Benefits by Applicant Category.

Table 101.09: Frequency of Corrections and Average Changes to Veteran's Benefits By Applicant Category.

Table 101.10: Frequency of Corrections and Average Changes to Unusual Expenses By Applicant Category.

Table 101.11: Frequency of Corrections and Average Changes to Unreimbursed Elementary and Secondary Tuition Expenses By Applicant Category.

Table 101.12: Frequency of Corrections and Average Changes to Dependency Status By Applicant Category.

TABLE 102.XX CORRECTIONS ACTIVITY BY APPLICANT CATEGORY BY WEEKS AFTER SELECTION (OR INITIALLY ESTABLISHING ELIGIBILITY) FOR _____ APPLICANTS

		NUMBER OF WEEKS TO DATE SINCE SELECTION OR INITIAL ELIGIBILITY									
		4 WEEKS OR LESS		5 TO 9 WEEKS		10 TO 14 WEEKS		15 TO 19 WEEKS		20 WEEKS OR MORE	
	TOTAL APPLICANTS	% SELECTED BY THIS TIME	% SUBMITTING CORRECTIONS THIS TIME	% SELECTED BY THIS TIME	% SUBMITTING CORRECTIONS THIS TIME	% SELECTED BY THIS TIME	% SUBMITTING CORRECTIONS THIS TIME	% SELECTED BY THIS TIME	% SUBMITTING CORRECTIONS THIS TIME	% SELECTED BY THIS TIME	% SUBMITTING CORRECTIONS THIS TIME
UNDUPLICATED TOTAL	X,XXX,XXX	XXX.XX	XXX.XX	XXX.XX	XXX.XX	XXX.XX	XXX.XX	XXX.XX	XXX.XX	XXX.XX	XXX.XX
UNDUPLICATED PEC GROUP A.											
A1											
A2											
A3											
A4											
A5											
A6											
A7											
A8											
A9											
A10											
UNDUPLICATED PEC GROUP B.											
B1											
B2											
B3											
UNDUPLICATED PEC GROUP C.											
C1											
C2											
C3											
RANDOM GROUP											
NON VALIDATION APPLICANTS MEETING PEC											
ALL OTHER NON VALIDATION APPLICANTS											

Table 102 will be replicated, using the same stub and headings, to produce the following tables:

Table 102.01: Corrections Activity By Applicant Category By Weeks After Selection (Or Initially Establishing Eligibility) For All Applicants.

Table 102.02: Corrections Activity By Applicant Category By Weeks After Selection (Or Initially Establishing Eligibility) For Dependent Applicants.

Table 102.03: Corrections Activity By Applicant Category By Weeks After Selection (Or Initially Establishing Eligibility) For Independent Applicants.

TABLE 103.XX CORRECTIONS BY APPLICANT CATEGORY TO X—————————— X
IN RESPONSE TO PROCESSING COMMENTS

	ALL CORRECTIONS TO DATE			CORRECTIONS SINCE SELECTION		
	TOTAL # OF CORRECTIONS TO THIS FIELD	% IN RESPONSE TO A COMMENT	% NOT IN RESPONSE TO A COMMENT	TOTAL # OF CORRECTIONS TO THIS FIELD	% IN RESPONSE TO A COMMENT	% NOT IN RESPONSE TO A COMMENT
TOTAL APPLICANTS.....	XXX,XXX	XXX.XX	XXX.XX	XXX,XXX	XXX.XX	XXX.XX
UNDUPLICATED DEC GROUP A.						
A1						
A2						
A3						
A4						
A5						
A6						
A7						
A8						
A9						
A10						
UNDUPLICATED DEC GROUP B.						
B1						
B2						
B3						
UNDUPLICATED DEC GROUP C.						
C1						
C3						
C3						
RANDOM GROUP.....						

Table 103 will be replicated, using the same stub and headings, to produce the following tables:

Table 103.01: Corrections By Applicant Category to Household Size in Response to Processing Comments.

Table 103.02: Corrections By Applicant Category to Number Enrolled in Postsecondary Institutions in Response to Processing Comments.

Table 103.03: Corrections By Applicant Category to Applicant's Resources in Response to Processing Comments.

Table 103.04: Corrections By Applicant Category to Adjusted Gross Income in Response to Processing Comments.

Table 103.05: Corrections By Applicant Category to Federal Taxes Paid in Response to Processing Comments.

Table 103.06: Corrections By Applicant Category to Non-Taxable Income in Response to Processing Comments.

Table 103.07: Corrections By Applicant Category to Net Assets in Response to Processing Comments.

Table 103.08: Corrections By Applicant Category to Social Security Benefits in Response to Processing Comments.

Table 103.09: Corrections By Applicant Category to Veteran's Benefits in Response to Processing Comments.

Table 103.10: Corrections By Applicant Category to Unusual Expenses in Response to Processing Comments.

Table 103.11: Corrections By Applicant Category to Unreimbursed Elementary and Secondary Tuition Expenses in Response to Processing Comments.

Table 103.12: Corrections By Applicant Category to Dependency Status in Response to Processing Comments.

TABLE 104.XX FREQUENCY OF CORRECTION TO SUSPECT[V] AND OTHER FIELDS BY _____ PEC APPLICANTS

	TOTAL APPLICANTS	% MAKING CORRECTIONS TO SUSPECT FIELDS ONLY	% MAKING CORRECTIONS TO OTHER THAN SUSPECT FIELDS ONLY	% MAKING CORRECTIONS TO SUSPECT AND OTHER FIELDS	% MAKING NO CORRECTIONS
UNDUPLICATED PEC GROUP A-...	XXX,XXX	XXX.XX	XXX.XX	XXX.XX	XXX.XX
A1 (MARITAL status, household size)					
A2 (AGI)					
A3 (UNUSUAL EXPENSES)					
A4 (AGI, NTI, SSA, VA, household size)					
A5 (AGI, NTI, SSA, VA, household size)					
A6 (TAXES PAID)					
A7 (ASSETS)					
A8 (AGI)					
A9 (APPLICANT'S RESOURCES, MODEL, EI)					
A10 (A1-A9, # IN POST HIGH)					

V SUSPECT FIELDS ARE THOSE FOR WHICH THE PEC APPLICANTS WERE SELECTED FOR VALIDATION.

Table 104 will be replicated, using the same stub and headings, to produce the following tables:

Table 104.01: Frequency of Corrections to Suspect and Other Fields by All PEC Applicants.

Table 104.02: Frequency of Corrections to Suspect and Other Fields by Dependent PEC Applicants.

Table 104.03: Frequency of Corrections to Suspect and Other Fields by Independent PEC Applicants.

TABLE 105.XX ABSOLUTE AND EFFECTIVE ELIGIBILITY INDEX CHANGES BY APPLICANT CATEGORY FOR _____ APPLICANTS

	TOTAL SELECTED						TOTAL NOT SELECTED					
	TOTAL APPLICANTS	AVERAGE INITIAL EI AT SELECTION	AVERAGE CURRENT EI	# APPLICANTS SUBMITTING CORRECTIONS	AVERAGE CURRENT ABSOLUTE CHANGE	AVERAGE CURRENT EFFECTIVE CHANGE	TOTAL APPLICANTS	AVERAGE INITIAL EI	AVERAGE CURRENT EI	# APPLICANTS SUBMITTING CORRECTIONS	AVERAGE CURRENT ABSOLUTE CHANGE	AVERAGE EFFECTIVE ABSOLUTE CHANGE
UNDUPLICATED TOTAL.....	XXX,XXX	XXX.XX	XXX.XX	XXX,XXX	XXX.XX	XXX.XX	XXX,XXX	XXX.XX	XXX.XX	XXX,XXX	XXX.XX	XXX.XX
UNDUPLICATED PEC GROUP A.												
A1												
A2												
A3												
A4												
A5												
A6												
A7												
A8												
A9												
A10												
UNDUPLICATED PEC GROUP B.												
B1												
B2												
B3												
UNDUPLICATED PEC GROUP C.												
C1												
C2												
C3												
RANDOM GROUP.....												

1/ FOR PEC GROUPS, THESE COLUMNS APPLY TO THOSE MEETING PEC CRITERIA; FOR THE RANDOM GROUP, THESE COLUMNS APPLY TO ALL APPLICANTS NOT MEETING ANY SELECTION CRITERIA.

Table 105 will be replicated, using the same stub and headings, to produce the following tables:

Table 105.01: Absolute and Effective Eligibility Index Changes By Applicant Category For All Applicants.

Table 105.02: Absolute and Effective Eligibility Index Changes By Applicant Category For Dependent Applicants.

Table 105.03: Absolute and Effective Eligibility Index Changes By Applicant Category For Independent Applicants.

TABLE 106.XX ELIGIBILITY STATUS CHANGES BY APPLICANT CATEGORY FOR _____ APPLICANTS

	I TOTAL SELECTED					II TOTAL NOT SELECTED ↓				
	TOTAL APPLICANTS	% WITH UNCHANGED EI	TOTAL WHO CHANGED EI BUT STILL ELIGIBLE	%	TOTAL WHO CHANGED EI NOW INELIGIBLE	%	TOTAL APPLICANTS	% WITH UNCHANGED EI	TOTAL WHO CHANGED EI BUT STILL ELIGIBLE	%	TOTAL WHO CHANGED EI NOW INELIGIBLE	%
UNDUPLICATED TOTAL	X,XXX,XXX	XXX.XX	X,XXX,XXX	XXX.XX	X,XXX,XXX	XXX.XX	X,XXX,XXX	XXX.XX	X,XXX,XXX	XXX.XX	X,XXX,XXX	XXX.XX
UNDUPLICATED PEC GROUP A.												
A1												
A2												
A3												
A4												
A5												
A6												
A7												
A8												
A9												
A10												
UNDUPLICATED PEC GROUP B.												
B1												
B2												
B3												
UNDUPLICATED PEC GROUP C.												
C1												
C2												
C3												
RANDOM GROUP.....												

↓ FOR PEC GROUPS, these columns apply to those meeting PEC criteria; for the random group, these columns apply to all applicants not meeting any selection criteria.

Table 106 will be replicated, using the same stub and headings, to produce the following tables:

Table 106.01: Eligibility Status Changes By Applicant Category For All Applicants.

Table 106.02: Eligibility Status Changes By Applicant Category For Dependent Applicants.

Table 106.03: Eligibility Status Changes by Applicant Category for Independent Applicants.

TABLE 107. RANDOMLY SELECTED VERSUS ALL OTHER APPLICANTS MEETING PRE-ESTABLISHED CRITERIA

	TOTAL APPLICANTS	% IN RANDOM GROUP MEETING CRITERIA	% OF OTHER APPLICANTS MEETING CRITERIA
UNDUPLICATED TOTAL.....	XXX,XXX	XXX.XX	XXX.XX
UNDUPLICATED A.....			
A1			
A2			
A3			
A4			
A5			
A6			
A7			
A8			
A9			
A10			
UNDUPLICATED B.....			
B1			
B2			
B3			
UNDUPLICATED C.....			
C1			
C2			
C3			

REPORT 108 INDICES OF INSTITUTIONAL PROCESSING OF VALIDATION CASES

I.D.#	NAME	UNDER-GRADUATE ENROLL-MENT	% ANTI-CIPATED BEOGS ENROLL-MENT ♥	% ANTI-CIPATED ENROLL-MENT TO BE VAL-IDATED	% APPLI-CANTS USING MDE FORM	% MDE FORM US-ERS WHO ARE VAL-IDATION APPLI-CANTS	# OF CASES WITH COR-RECTIONS TO DATE	% OF VAL-IDATION APPLI-CANTS SUBMIT-TING COR-RECTIONS	% OF ALL OTHER APPLI-CANTS SUBMIT-TING COR-RECTIONS	# OF CASES RE-FERRED TO OE
XXXIX.	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	XX,XXX	XXX.XX	XXX.XX	XXX.XX	XXX.XX	XX,XXX	XXX.XX	XXX.XX	XX,XXX

STATE TOTAL XXXXXXXX

♥ Anticipated BEOGS enrollment is based on applicants designating this institution as the first choice.

TABLE 109.XX FREQUENCY OF ATTENDANCE AT INSTITUTIONS, BY INSTITUTIONAL DESCRIPTORS, BY APPLICANT CATEGORY FOR _____ APPLICANTS

	TOTAL APPLICANTS	PEC APPLICANTS	RANDOMLY SELECTED APPLICANTS	NON VALIDATION APPLICANTS MEETING PEC	ALL OTHER NON VALIDATION APPLICANTS.
TOTAL APPLICANTS	X,XXX,XXX	XXX.XX	XXX.XX	XXX.XX	XXX.XX
INSTITUTIONAL LEVEL					
2 YEAR					
4 YEAR					
INSTITUTIONAL CONTROL					
PUBLIC					
PRIVATE, NONPROFIT					
PROPRIETARY					
MEASUREMENT SYSTEM					
RDS					
ADS					
AREA POPULATION DENSITY					
URBAN					
SUBURBAN					
RURAL					
SOURCE OF APPLICATION					
REQ					
ACT					
SAS					
PHEAA					
ENROLLMENT SIZE					
< 1,000					
1,000 to 5,000					
> 5,000					
% PERCENT BLACK ENROLLMENT					
< 15%					
15% to 25%					
25 to 40%					
>40%					

ROW PERCENT

COLUMN PERCENT

Table 109 will be replicated, using the same stub and headings, to produce the following tables:

Table 109.01: Frequency of Attendance at Institutions, By Institutional Descriptors, By Applicant Category, For All Applicants.

Table 109.02: Frequency of Attendance at Institutions, By Institutional Descriptors, By Applicant Category, For Dependent Applicants.

Table 109.03: Frequency of Attendance at Institutions, By Institutional Descriptors, By Applicant Category, For Independent Applicants.

TABLE 110.XX AVERAGE CURRENT REPORTED FAMILY AND INCOME DATA AND ELIGIBILITY INDEX FOR ALL APPLICANTS AND COMPARATIVE INDICES BY APPLICANT CATEGORY FOR _____ APPLICANTS

	AVERAGE CURRENT EI	AVERAGE CURRENT HOUSE-HOLD SIZE	AVERAGE CURRENT # IN POST SECON-DARY	AVERAGE CURRENT APPLI-CANTS RE-SOURCES	AVERAGE CURRENT AGI	AVERAGE CURRENT TAXES PAID	AVERAGE CURRENT NON TAXABLE INCOME	AVERAGE CURRENT NET ASSETS	AVERAGE CURRENT SSA BENE-FITS	AVERAGE CURRENT VA BENEFITS	AVERAGE CURRENT UN-USUAL EX-PENSES	AVERAGE CURRENT UNREIM-BURSED SCHOOL EX-PENSES
Following are mean values for all applicants:	XXXX	XX.X	XX.X	XXXXX	XXXXX	XXXXX	XXXXX	XXXXXX	XXXXX	XXXXX	XXXXX	XXXXX
Following are indices[1] showing relationship of applicant category means to the means for all applicants:	XX.XX	XX.XX	XX.XX	XX.XX	XX.XX	XX.XX	XX.XX	XX.XX	XX.XX	XX.XX	XX.XX	XX.XX

TOTAL APPLICANTS .....
- A1 GRAND MEAN
- A2 MEAN OF LOWEST QUARTILE
- A3 MEAN OF SECOND QUARTILE
- A4 MEAN OF THIRD QUARTILE
- A5 MEAN OF FOURTH QUARTILE

UNDUPLICATED PEC GROUP. . .
- B1 MEAN (B1/A1)
- B2 LOWEST QUARTILE (B2/A2)
- B3 SECOND QUARTILE (B3/A3)
- B4 THIRD QUARTILE (B4/A4)
- B5 HIGHEST QUARTILE (B5/A5)

RANDOM GROUP. . . . . .
- C1 MEAN (C1/A1)
- C2 LOWEST QUARTILE (C2/A2)
- C3 SECOND QUARTILE (C3/A3)
- C4 THIRD QUARTILE (C4/A4)
- C5 HIGHEST QUARTILE (C5/A5)

NON VALIDATION APPLICANTS MEETING PEC. . . . . .
- D1 MEAN (D1/A1)
- D2 LOWEST QUARTILE (D2/A2)
- D3 SECOND QUARTILE (D3/A3)
- D4 THIRD QUARTILE (D4/A4)
- D5 HIGHEST QUARTILE (D5/A5)

ALL OTHER NON VALIDATION APPLICANTS. . . . . .
- E1 MEAN (E1/A1)
- E2 LOWEST QUARTILE (E2/A2)
- E3 SECOND QUARTILE (E3/A3)
- E4 THIRD QUARTILE (E4/A4)
- E5 HIGHEST QUARTILE (E5/A5)

[1] 1.00 = the mean of the population

Table 110 will be replicated, using the same stub and headings, to produce the following tables:

Table 110.01: Average Current Reported Family and Income Data and Eligibility Index For All Applicants and Comparative Indices by Applicant Category For Dependent Applicants.

Table 110.02: Average Current Reported Family and Income Data and Eligibility Index For All Applicants and Comparative Indices by Applicant Category For Independent Applicants.

TABLE III.XX FREQUENCY OF SUPPLEMENTAL FILING BY SUPPLEMENTAL CATEGORY BY APPLICANT CATEGORY FOR _____ APPLICANTS

	SUPPLEMENTAL CATEGORY					
	A	B	C	D	E	F
A1 TOTAL APPLICANTS	X,XXX,XXX	X,XXX,XXX	X,XXX,XXX	X,XXX,XXX	X,XXX,XXX	X,XXX,XXX
A2 # FILING SUPPLEMENTALS	X,XXX,XXX					
A3 % FILING SUPPLEMENTALS	XXX.XX	XXX.XX	XXX.XX	XXX.XX	XXX.XX	XXX.XX
B1 UNDUPLICATED PEC APPLICANTS	XXX,XXX					
B2 # FILING SUPPLEMENTALS	XXX,XXX					
B3 % FILING SUPPLEMENTALS (B2/B1)	XXX.XX					
B4 % OF ALL SUPPLEMENTALS FILED BY PEC APPLICANTS (B1/A1)	XXX.XX					
C1 RANDOM APPLICANTS	XX,XXX					
C2 # FILING SUPPLEMENTALS	XX,XXX					
C3 % FILING SUPPLEMENTALS (C2/C1)	XXX.XX					
C4 % OF ALL SUPPLEMENTALS FILED BY RANDOM APPLICANTS (C1/A1)	XXX.XX					
D1 NON VALIDATION APPLICANTS NOT USING PEC	X,XXX,XXX					
D2 # FILING SUPPLEMENTALS	X,XXX,XXX					
D3 % FILING SUPPLEMENTALS (D2/D1)	XXX.XX					
D4 % OF ALL SUPPLEMENTALS FILED BY THIS GROUP (D1/A1)	XXX.XX					
E1 ALL OTHER NON VALIDATION APPLICANTS	X,XXX,XXX					
E2 # FILING SUPPLEMENTALS	X,XXX,XXX					
E3 % FILING SUPPLEMENTALS (E2/E1)	XXX.XX					
E4 % OF ALL SUPPLEMENTALS FILED BY THIS GROUP (E1/A1)	XXX.XX					

Table 111 will be replicated, using the same stub and headings, to produce the following tables:

Table 111.01: Frequency of Supplemental Filing By Supplemental Category, By Applicant Category For All Applicants.

Table 111.02: Frequency of Supplemental Filing By Supplemental Category, By Applicant Category For Dependent Applicants

Table 111.03: Frequency of Supplemental Filing By Supplemental Category, By Applicant Category For Independent Applicants.

TABLE 11J: FREQUENCY OF COMMENTS BY FIELD RESULTING FROM TIGHTENED EDITS BY APPLICANT RESPONSE

	# OF APPLICANTS RECEIVING REJECT COMMENTS	% VERIFYING INFORMATION	% MAKING CORRECTIONS	% MAKING NO RESPONSE	% ESTABLISHING ELIGIBILITY	% OF ALL APPLICANTS RECEIVING REJECT COMMENTS	% OF ALL APPLICANTS RECEIVING FORM COMMENTS ONLY	% OF ALL APPLICANTS RECEIVING SYSTEM COMMENTS ONLY	% OF ALL APPLICANTS RECEIVING FORM AND SYSTEM COMMENTS
UNDUPLICATED TOTAL FOR AGI	X,XXX,XXX	XXX.XX	XXX.XX	XXX.XX	XXX.XX	XXX.XX	XXX.XX	XXX.XX	XXX.XX
COMMENT # COMMENT #	X,XXX,XXX	XXX.XX	XXX.XX	XXX.XX	XXX.XX				
UNDUPLICATED TOTAL FOR NTI COMMENT # COMMENT #									
UNDUPLICATED TOTAL FOR NET ASSETS COMMENT # COMMENT #									
UNDUPLICATED TOTAL FOR FEDERAL TAXES PAID COMMENT # COMMENT #									
UNDUPLICATED TOTAL FOR UNREIMBURSED SCHOOL EXPENSES COMMENT # COMMENT #									
UNDUPLICATED TOTAL FOR UNUSUAL EXPENSES COMMENT # COMMENT #									
UNDUPLICATED TOTAL FOR SOCIAL SECURITY BENEFITS COMMENT # COMMENT #									
UNDUPLICATED TOTAL FOR VETERAN BENEFITS COMMENT # COMMENT #									

TABLE 112: FREQUENCY OF COMMENTS BY FIELD RESULTING FROM FLAGGED EDITS BY APPLICANT RESPONSE

	# OF APPLICANTS RECEIVING REJECT COMMENTS	% VERIFYING INFORMATION	% MAKING CORRECTIONS	% MAKING NO RESPONSE	% ESTABLISHING ELIGIBILITY	% OF ALL APPLICANTS RECEIVING REJECT COMMENTS	% OF ALL APPLICANTS RECEIVING FORM COMMENTS ONLY	% OF ALL APPLICANTS RECEIVING SYSTEM COMMENTS ONLY	% OF ALL APPLICANTS RECEIVING FORM AND SYSTEM COMMENTS
UNDUPLICATED TOTAL FOR HOUSEHOLD SIZE	X,XXX,XXX	XXX.XX	XXX.XX	XXX.XX	XXX.XX	XXX.XX	XXX.XX	XXX.XX	XXX.XX
COMMENT #									
COMMENT #									
UNDUPLICATED TOTAL FOR NUMBER ENROLLED IN POSTSECONDARY									
COMMENT #									
COMMENT #									
UNDUPLICATED TOTAL FOR DEPENDENCY STATUS									
COMMENT #									
COMMENT #									
UNDUPLICATED TOTAL FOR APPLICANTS RESOURCES									
COMMENT #									
COMMENT #									

TABLE 113: FREQUENCY OF REJECTION COMMENTS BY FIELD BY AGENCY

	TOTAL REJECTED APPLICANTS	BEOG % REJECTED DUE TO FORM COMMENTS	BEOG % REJECTED DUE TO SYSTEM COMMENTS	BEOG % REJECTED DUE TO FORM COMMENTS	BEOG % REJECTED DUE TO SYSTEM COMMENTS	BEOG % REJECTED	ACT % REJECTED DUE TO FORM COMMENTS	ACT % REJECTED DUE TO SYSTEM COMMENTS	ACT % REJECTED	CSS % REJECTED DUE TO FORM COMMENTS	CSS % REJECTED DUE TO SYSTEM COMMENTS	CSS % REJECTED	PHEAA % REJECTED DUE TO FORM COMMENTS	PHEAA % REJECTED DUE TO SYSTEM COMMENTS	PHEAA % REJECTED
UNDUPLICATED APPLICANT TOTAL	X,XXX,XXX	XXX.X	XXX.X	XXX.X	XXX.X	XXX.X	XXX.X	XXX.X	XXX.X	XXX.X	XXX.X	XXX.X	XXX.X	XXX.X	XXX.X
TOTAL FOR AGI															
TOTAL FOR NTI															
TOTAL FOR NET ASSETS															
TOTAL FOR FEDERAL TAXES PAID															
TOTAL FOR UNREIMBURSED SCHOOL EXPENSES															
TOTAL FOR UNUSUAL EXPENSES															
TOTAL FOR SSA BENEFITS															
TOTAL FOR VA BENEFITS															
TOTAL FOR APPLICANT'S RESOURCES															
TOTAL FOR HOUSEHOLD SIZE															
TOTAL FOR NUMBER IN POST-SECONDARY															
TOTAL FOR DEPENDENCY STATUS															